Foutrh Grade Literacy Expectations – Second Quarter

**Dear Parents,**

For the next second 9 weeks, your child will be answering the questions: How do effective readers interpret informational text? What are the attributes of informative writing?

Your child will learn the following:

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| **Reading- Foundational Skills** |
| Students will apply phonics and word analysis skills in decoding words.  Students will read with accuracy and fluency to support comprehension.  Students will use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| **Reading - Literature** |
| Students will read and comprehend grade-level text. |
| **Reading - Informational** |
| Students will refer to details when explaining what a text says explicitly and when drawing inferences from the text.  Students will determine the main idea of a text and explain how it is supported by key details; summarize text.  Students will explain ideas or concepts in scientific or technical text.  Students will determine meaning of academic and domain-specific words.  Students will describe the overall structure of ideas, concepts or information in a text.  Students will interpret information presented visually, orally or quantitatively and explain how the information contributes to understanding the informational text.  Students will integrate information from two texts on the same topic in order to write or speak. |
| **Writing** |
| Students will write informative/expository texts to examine a topic, convey ideas and information clearly.  Students will introduce a topic clearly and provide a concluding statement.  Students will develop a topic with facts, definitions, concrete details, quotations or other information related to the topic.  Students will link ideas using words and phrases (e.g., another, for example, also, because).  Students will produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  With guidance and support from peers and adults, students will develop and strengthen writing as needed by planning, revising, and editing. |
| **Language** |
| Students will form and use the progressive verb tenses (I was walking, I am walking, I will be walking).  Students will use commas and quotation marks to mark direct speech from a text.  Students will consult reference materials  Students will explain meaning of simple similes and metaphors (e.g., as pretty as a picture). |
| **Speaking and Listening** |
| Students will engage in collaborative discussions.  Students will paraphrase portions of a text read aloud or presented in diverse media formats.  Students will identify reasons and evidence a speaker provides to support particular points. |
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Batesville Public Schools 5/31/12